

SOLANUS

Bulletin of the Advisory Committee
on Slavonic and East European Materials

(Standing Conference of National and University Libraries)



No. 19

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A VISIT TO SOME LEGAL LIBRARIES IN MOSCOW

Barbara Tearle

On 24 October 1983 a Protocol of Scientific Co-operation was signed between the Law Faculty of University College London and the Institute of State and Law of the Academy of Sciences of the USSR. The Protocol provides for group visits, symposia, collaborative research and individual research visits between the two parties. The subject matter of research is defined so widely as to admit almost any aspect of the law, including the organization of legal information.

I was encouraged to apply to go on an individual visit by Professor Butler of UCL Law Faculty and supported by Mr Friend, the UCL Librarian. My application was accepted and the visit arranged for two weeks from 9 to 22 April 1984.

My programme was to look at the system of dissemination of legal information in the USSR. This is an enormous project and was narrowed down to an investigation of the library and information systems of the Institute of State and Law (hereafter referred to as IGP) and the development of computer-assisted legal information retrieval systems. To this theme was added a visit to Moscow University Library to see the provision made for law students. I had originally wanted to visit other legal teaching institutions to discuss bibliographic and library needs with academic staff and then compare their statements with the library services in that institution. This

part of the programme was not arranged and was probably too sophisticated for my first visit. There was quite sufficient in the main theme to keep me occupied during the whole fortnight.

The host Institute is one of the major legal research centres in the USSR. Its main purpose is to conduct research which will help to increase the effectiveness of law in the USSR, but this is achieved through research into many aspects of law in the USSR, other socialist countries, developing countries, and capitalist countries. There is a staff of several hundred and they occupy an old building behind the Lenin Library and within sight of the Kremlin.

The Institute is divided into four departments. One of them is the Department of Scientific Information, Systematisation and Analysis of Soviet and Foreign Legislation. The Department is itself divided into sections and my visit was supervised by the head of the department of foreign information. Most of the day-to-day arrangements and interpreting were seen to by members of her staff. Many people at IGP and other places which I visited spoke excellent English. In general the language barrier caused few insurmountable problems, although I was aware of it frequently. Those to whom I talked at IGP and elsewhere were eager to explain their jobs to me and to answer my questions.

Arrangements for the visits, which I had requested in advance, were made, or finalized, after I arrived. Visits were organized to the various sections of the information services of IGP, to the Institute of Soviet

Legislation (VNIISZ) to see their legislative data base, to the Fundamental Library of the Social Sciences and Institute of Scientific Information (INION) to see their legal bibliographical data base, to the law library of Moscow University, and to the Lenin State Library.

The Institute of State and Law

The Information Department is divided into several sections which include a library, bibliographical information sections and a press cuttings section. I spent some time in most sections talking to the head and often the junior staff as well. In addition I was able to examine and make notes on their catalogues and books.

The Library staff of 7 are provided by INION, which also supplies the money for books and the back-up organization for cataloguing and classification. The librarian selects the books, with additional suggestions from IGP staff, especially the information staff. Her budget is 2500 roubles p.a. of which 1000 roubles is spent on periodicals and the rest on books. The cost of foreign gazettes is borne directly by INION. The Library has about 350,000 volumes and is one of the largest law libraries in the Soviet Union. I did not see nearly this number of books, so that many of them must be scattered around the building in people's rooms or in store. The annual accessions rate was given to me, but I was not sure how to interpret it. I was told that 4000 items (books and periodicals) which includes 1000 monograph titles are added annually. The books are selected from publishers' catalogues and from the

twice-weekly exhibition of new books at INION. The books are then received by IGP with catalogue entries inserted. They have been classified at INION using Library of Congress, despite the fact that the Law Schedules are only now being developed and there is none for Soviet Law. I did not have the opportunity to examine the classification of individual books, but I suspect that they are classified according to the subject, rather than in class K Law. The Library only has an author/title catalogue. Locations in other libraries are also given for some books. The subject catalogues are in the information sections, which do not use LC, which is clearly only a shelving device.

The information sections (called Nauchnye Kabinetы) are organized and staffed by IGP, not INION. The information staff are graduates of law or languages, but without library training. Books received by the Library are passed on to the appropriate Kabinet for analytical subject work, then either returned to the Library for shelving or kept in the Kabinet.

The Kabinet for Soviet law books and periodicals has a staff of three. They add annotations to the catalogue entry for each book and prepare catalogue entries and annotations for every article in monograph collections of articles and in periodicals. They also classify the items according to a home-made 'systematic' scheme, which follows the chapter headings used in Literature of Soviet Law, 1960.

There is no alphabetical index to the classification. There are four separate sequences in the 'systematic'

catalogue spreading to at least 500 catalogue drawers with c.800 cards each. The four sections cover works by and about members of IGP's staff, criticisms of their work, a sequence for pre-Revolutionary law and one (the largest) for current Soviet law.

A Kabinet for foreign legal material has one or two staff, who prepare similar catalogues, but on a much smaller scale. The room contains both catalogues and some book stock. I did not see any Western legal bibliographies. The small collection of English law was very poor. The head of the section bemoaned the difficulty in obtaining foreign legal material, partly because of its cost and partly because of the lack of information about what has been published.

The work of the Kabinet of Soviet legislation is truly impressive. It stocks gazettes, codes and commentaries on Soviet legislation and covers legislation at several levels from both the Soviet Union and the Union Republics. There are four staff. They amend the text of legislation in accordance with instruction contained in Vedomosti Verkhovnogo Soveta SSSR. I did not ascertain whether amendments were made to texts of laws from the Supreme Soviet only, or also from other bodies. The Kabinet staff produce card catalogues of all Soviet and R.S.F.S.R. legislation from 1917 onwards. There are two catalogues, a chronological and a systematic, i.e. classified. The cards contain notes on the title of the act, the date when it was made and when it came into force, the source (Supreme Soviet, Council of Ministers, ministry, etc.) from which it came, the published source, and, if appropriate, later amendments. The card catalogue

for legislation from Union Republics other than the R.S.F.S.R. was in systematic order only. This systematic order was a home-made classification scheme (probably not the same as used by the Kabinet for Soviet books and periodicals) which had been in use for many years. There was no alphabetical index. A chronological treatment only was given to treaties between the USSR and other countries. This was in three catalogues, one for treaties with capitalist countries, a second for treaties with socialist countries, and a third for treaties with developing countries. The information recorded in the catalogues of this Kabinet is contained on cards approx. 7" x 4" filed upright in drawers designed to accomodate 5" x 3" cards. To achieve this, alternate rows of drawers only are used. There are at least 150 drawers in use. The gazettes, codes and commentaries are housed in the same room. The Kabinet does not stock collections of legislation, preferring to rely on the original sources and their own catalogues for up-dating purposes. These catalogues are an invaluable research tool and much more detailed (according to the head of the Kabinet) than the legislative data base being prepared by VNIISZ. In comparison with our own indexes to legislation, they contain more information and are more up-to-date than the Chronological Table of the Statutes and the Index to the Statutes.

The Kabinet for the legislation of socialist countries, with two staff, is smaller. Catalogues are produced of the legislation of all socialist countries from the date of their adoption of a socialist constitution. This

includes the socialist countries of Africa, Asia, and America, as well as Eastern Europe. Only the major gazette from each country is received and indexed. Thus, although the Kabinet covers many more countries than the Kabinet of Soviet legislation, its stock and catalogues are much smaller. The gazettes, which are part of INION's stock and do not come out of IGP's Library's budget, are kept in folders or roughly bound and retained by the Kabinet. The head of the Kabinet said that there were difficulties in acquiring gazettes regularly from some countries. She and her assistant were proficient in four languages. The indexes are in Russian, of course. Translations of particularly important legislation were commissioned from an outside agency. At a rough estimate, four or five enactments for each country were translated per annum.

The only section which I did not visit, because the premises were undergoing 'reparation', was the foreign information section. Its work is different from that of the Kabinets. The staff of four or five scan a range of publications, including those of international organizations, stocked by other libraries, principally INION, VGBIL* and the Lenin Library. They obtain photocopies of anything interesting and prepare 'express bulletins' about legal developments in certain subjects or countries. These are supplied to the relevant section heads in IGP to keep them informed in the areas with which they are concerned. Besides scanning in routine subjects, the section also undertook special commissions if requested. The emphasis was on legal affairs in developing countries, rather than in 'bourgeois' states.

* Vsesoyuznaya Gosudarstvennaya Biblioteka Inostrannoi Literatury

One of the members of this section had recently been promoted to head a new section concerned with the introduction of computer data bases, especially that of INION. At present he has no staff. Until a terminal arrives at IGP and the data bases become operational, his job is to investigate the research use which might be made of INION's data base and, in the light of his findings, help INION to shape the subject terms for the data base. He hoped that IGP might supply information for the data base from the catalogues created by the Kabinet for Soviet bibliography, but a more senior person thought otherwise.

The newspaper cuttings service, which was described as unique in the Soviet Union, had a staff of three. They scanned newspapers from the Soviet Union and Union Republics for items of legal interest, which were then cut, indexed and filed. About 150 newspapers were taken.

From preparatory reading before my visit, it became clear that both a legislative data base and a bibliographical data base were in preparation. I requested visits to the two organizations concerned hoping to find out about the content, stage of preparation and future availability of the systems. Both visits were arranged. Besides the information about the data bases, I also received strong reaction to them from the staff at IGP.

The Institute of Soviet Legislation (VNIISZ)

This is an Institute of the Ministry of Justice. It occupies a new building on the outskirts of Moscow. We were met by the Deputy Director and a colleague. One of the functions of VNIISZ is to be a central registration agency for legislation, so that the Institute would appear to be the ideal place to set up a legislative data base.

The data base is at an advanced stage of compilation. It aims to include all major legislative acts since 1922, distinguishing between current and obsolete ones. Within a couple of months all enactments of the Supreme Soviet and the Council of Ministers will be loaded. Ministry enactments may be added, as may legislation of the Union Republics. Only the keywords from every article of each enactment are loaded with a reference to the source. Unlike the legislative sections of LEXIS and EUROLEX, the British legal data bases, this is not a full-text system. The full-texts are stored in microform in a room adjacent to the terminal rooms at VNIISZ and copies of articles retrieved in a search can be produced from the microform within minutes. An on-the-spot assessment by the Deputy Director estimated that 15,000 enactments have been loaded and that 28,000 will be loaded by the end of 1984. However, it was not clear whether these figures referred to whole enactments or to separate sections. He also estimated that about 60,000 terms have been used so far. There is no thesaurus of terms and no obvious control of synonyms and related terms. However, the data base is being tested, so that this problem (if it exists) will emerge.

I was shown the terminal room, which is behind locked doors to which even the Deputy Director did not have keys. There were four terminals in use. One of the operators, a law graduate with excellent English, demonstrated the system. She did a search on the use of referenda in Soviet legislation, which produced nine references. She gave me the printout of the search and a copy from the microform texts of one of the references.

The data base is already being used by members of VNIISZ both for testing and for actual problems. It seemed that eventually it would be available to outside organizations. The Deputy Director's colleague expected this within two years, but the Deputy Director was less optimistic.

The Institute of Scientific Information for the Social Sciences (INION)

INION is also developing a computer-assisted legal information retrieval system, this time for bibliographical references. We were received by the head of the Social Sciences bibliographical section and the head of its legal section.

The Social Sciences bibliographical section has c.140-150 staff divided into several subject sections (of which law is one), area sections and support services. Their main function seems to be the production of the systematic (i.e. classified) catalogues and the publication of the bibliographies and abstracting journals.

An economics and a sociology data base have been in operation for two or three years and a new books data base

was also mentioned. The legal data base is now in preparation and is scheduled to be operational by October 1985, although there was some doubt whether this would be achieved. The data base will contain references to books, articles from books and from journals dealing with state and law. This subject is defined broadly and it will cover both Russian and foreign language publications. It was not clear whether bibliographical information from past years would be added. The search method is on subject terms and authors. At present a thesaurus of subject terms is being created. It has about 10,000 terms, in Russian, Czech and English. It is intended to refine this to about 3,500 terms and add hierachial references. Eventually the thesaurus may be translated into other languages and may be available for purchase.

When the data base is operational, it will be available free of charge to research institutes, universities and high schools, either as an on-line service or as magnetic tape to be used for preparing that institution's own data base. It will also be used to produce the cards for INION's card catalogues, which will still be maintained, and for producing the Gosudarstvo i pravo sections in thier Bibliograficheskii ukazatel' series. As the economics data base, which was demonstrated to me, is also used to provide individual SDI services, no doubt the legal data base will be similarly used.

The bibliographical staff at IGP reacted predictably to the possible introduction of both data bases at the Institute. It seemed that INION's data base would

duplicate the work of the bibliographical section for soviet books and periodicals. Indeed, the head of the Kabinet was very worried. She asked me several times how Western bibliographers adjusted to the introduction of computer data bases. It was no consolation to her that data bases do not present that type of threat in Enlish libraries. In their situation, it would be a sensible use of manpower for her Kabinet to contribute to the data base. However, I suspect that when the data base is introduced in IGP, the systematic card catalogues will continue as before. The legislative information Kabinet staff did not appear to be so worried by the threat of VNIISZ's data base. The staff considered that their catalogues and indexes were fuller and that their work would not be superceded by the data base.

I also visited the Lenin State Library and the law library of Moscow University. The latter visit provided a great contrast with IGP's library services.

The Law Library of Moscow University.

The law collection is housed with economics and mathematics in a new (two years old) building on the Lenin Hills site.

The library is spacious. It has a two storey central hall area which contains catalogues and a 'store request' counter (my description). Leading from the ground floor hall are several reading rooms. One contains current parts (i.e. the last two years) of periodicals. Another is for first to third year students and contains reference copies of basic books. There are also

subject enquiry rooms. The law enquiry room was closed during my visit, presumably because the specialist was showing me round. The rooms off the gallery at first floor level were for earlier runs of periodicals, and for use by fourth and fifth year students and academic staff. The reading rooms contained a small collection of basic books suitable to the subjects taught in each year and also some reference works. The books were in multiple copies and for use in the library only. Other books were obtained by request to the 'store request' area on the ground floor. Some of these 'store' books were immediately behind the counter, others were in the basement. Communication between the counter and the basement was by pneumatic tube and book lift. There was a large staff in the basement. Books there were held in multiple copies - five, ten or twenty copies. At one end of the basement was an issue desk area approached by the reader from an external door, so that students could borrow books without going through the library itself. The issue desk had separate counters for law, economics and mathematics. It is the practice to lend students all the set books for the duration of their courses. I could not ascertain whether the library, the department or a separate section of the University administered this scheme. It could have been organized from the basement issue area. Certainly the system for issuing and recording loans was available. The basement store area did not appear to have the space for storing hundreds of extra books while they were not in use. However, there were many rooms in the basement and ground floor which I did not see and which might have been storage areas.

The Lenin State Library

Only one hour had been allocated for my visit to the Lenin State Library. That was scarcely time to do anything other than admire serried rows of catalogue cabinets. In fact, the whole visit was unsuccessful, but mainly because I had misunderstood some of the functions of the Lenin Library. I wished to know about the preparation of recommendatory legal bibliographies and about research into the information needs of lawyers. Once I had established that I should have asked these questions at INION, there was little else which could be done in the remaining time.

It seems presumptuous after only two weeks in the USSR to offer conclusions about what I saw. However, several aspects of Soviet library work stood out.

The bibliographical staff at both IGP and INION regarded themselves as separate and different from the library staff, although both performed duties which in England could have been done by librarians.

It has been noted before that librarianship in the Soviet Union is a woman's profession. The composition of the library staff at IGP and Moscow University confirmed this. In addition, the majority of the bibliographers at IGP and INION were also women. At IGP there were two men in the bibliographical section. One was the deputy to the head of one section. The other, a man in his mid-20s, was the newly appointed head of the computer data base section. Although this was a new section with no staff, it is a job that will probably grow to become very important. At INION,

while the staff of the legal bibliographical section were women, its head was a man as was the head of the whole social sciences bibliographical department.

The staff at IGP emphasised that their library and bibliographical information sections are available not only to IGP personnel but also to properly accredited outside legal researchers. The librarian maintained that more than half of their readers were not IGP personnel. This reflects well on the free availability of information, but raises questions as to why legal researchers travel thousands of miles to use the library. One obvious answer is that the book stock is superior to that in other legal centres. However, several of the bibliographical staff claimed that the catalogues which they produced were unique. If so, that would account for many of the visitors. It also raises questions about legal bibliographical research methods. There seemed to be far fewer published bibliographies and indexes to the literature than I should have expected to see in comparable UK law libraries. Instead IGP seemed to produce massive card catalogues. I enquired from my hosts whether other legal research libraries created similar catalogues, but they did not know. If similar catalogues do not exist elsewhere, legal research must be hampered, although not impossible. However, if such catalogues are created in several other centres, there is a considerable duplication of bibliographical effort.

At both Moscow University and IGP I asked the library staff if they could recommend a guide to the literature of the law on a par with such works as Price and Bitner's

Effective legal research for the USA and Moys Manual of law librarianship for UK law. They had great difficulty understanding the type of book for which I was looking, and I came to the conclusion that there is no librarians' guide to the literature of Soviet law.

In all the libraries which I visited, I asked about the adoption of the BBK library classification. The practical answer was that the libraries are too large to convert to a different classification scheme. The underlying answer was that they regarded it as suitable for 'public' libraries but not for such large research collections as both IGP and INION contain.

Despite a few setbacks, my visit was highly successful. I was able to see the organization of one library in great depth (IGP) and to learn about the outside pressure exerted on it by the development of computer data bases. More light can be thrown on both if I can eventually visit other legal research centres and also see them in the wider context of social science libraries.

ACADEMIC AND PUBLIC LIBRARIES IN
ROMANIA: SOME IMPRESSIONS ON A STUDY VISIT.

Raymond Fisher

Introduction

In April 1984 I paid a two weeks visit to Romania, as part of the British Council's programme of cultural exchanges with East European countries. As I am a University extramural librarian, my main objectives were to find out what kinds of external courses are offered by universities and other institutions of higher education in Romania, and what library services are provided to students who are undertaking these courses. In the event these aims turned out to be rather narrow, and my programme included visits to a variety of educational institutions as well as to libraries. I should therefore like to record my impressions about Romanian libraries in general, in the context of cultural life, and then make particular reference to their services for adult/external studies.

Cultural background.

My invitation came from the Council of Culture in Bucharest, and it is this body which is ultimately responsible for all public libraries and adult education in Romania. The authorities emphasise the importance of "culture", education and libraries in the life of the country, and actively encourage the mass of the people to be involved in cultural and educational pursuits. To a large extent this encouragement is based on their concept of culture as involving the whole person - it embraces

the whole of life, and the aim is to integrate all the activities relating to work, learning, creativity, recreation, and daily behaviour. This may sound utopian, but it does seem to have produced positive results. I was impressed by the wide range of educational opportunities available to adults, and by the way in which libraries are often involved in joint activities with other institutions such as schools and factories. Illiteracy seems to have been virtually eliminated. Many employers allow their staff unpaid leave for one month a year if they are studying on a part-time degree course. No doubt much of this policy has an economic basis - "A peasant who reads Shakespeare produces more than one who doesn't", I was told.

Publishing and libraries

The importance of libraries and the encouragement of reading in the community are facilitated by the centralization of all publishing activities. All the publishing houses and distribution centres are, of course, state owned and controlled - the state has complete control over what is published, how and when it is distributed, and how much it should cost. Perhaps this hardly need to be stated, as it no doubt applies to all communist countries. But it does mean that for "internal" publications the process of book purchase and book-selection, and bibliographical control in general, are much easier for libraries in Romania than they are in the U.K. Similarly it is easier for libraries to promote new books, by means of exhibitions, talks, etc., as this is encouraged by the State and there is no commercial competition between publishing houses. So this is one

context in which many librarians find themselves involved in cultural activities in schools and factories. For example, the Librarian of the House of Youth in Timisoara told me that she often organises "debates", aimed at young people in local factories - she herself suggests the themes (usually socio-political topics), and a specialist (eg. an author of a new book) gives a talk, which is followed by a discussion. She also organises competitions, in which young people read certain suggested texts (again, mostly on socio-political topics) and then meet as teams and answer questions (in writing) on them; these are part of the on-going "Song to Romania" festival, in which diplomas and prizes are awarded (at local and national level, and to both individuals and institutions) for may different activities, ranging from folk singing to public library issue statistics.

Public libraries

Public libraries are the responsibility of the Council of Culture and its local committees. The Central State Library provides a kind of professional guidance service, co-ordinating professional activities and promoting new methods (eg. through visits and through its own publications). It has an impressive publishing programme, currently over 40 titles, including the annual "Cultural anniversaries", abstracts of new foreign publications, and special bibliographies on "Education permanente", librarianship, etc. There is a strong emphasis on methodology, a constant looking at the way library methods can be changed and improved. For example, the Council of Culture promotes research into the sociology of reading (as part of its wider programme of research into the "scientific

basis of culture"), and publishes its findings in its journal Biblioteca in an on-going attempt to encourage public libraries to think primarily in terms of their users and to aim at mass participation in the processes of reading and library usage.

University libraries.

Academic libraries are the responsibility of the Ministry of Education. Those which I visited are all run on fairly conventional lines, but there are some features which I noted which may be of interest:

- (a) The normal structure is one central library, with a separate library for each faculty. The librarians who staff the faculty libraries are mainly subject and/or language specialists.
- (b) The majority of the stock, at least in the central libraries which I visited, is on closed access.
- (c) Many libraries have established book-exchange agreements with foreign institutions.
- (d) Each course has its own compulsory "textbooks", i.e. sets of readings compiled by the teaching staff and "published" by the university, and each library stocks reference copies of these.
- (e) Multiple copies of other compulsory titles are also kept, usually about one copy for every four students.
- (f) Opening hours are long, typically 08.00 - 20.00 (Sundays 08.00 - 14.00), with an extra hour during exam sessions.
- (g) Central libraries have a separate reading room for teaching staff, containing an "encyclopaedic" collection of reference books and monographs.
- (h) Current periodicals are for reference only.

- (i) Photocopying facilities are rare.
- (j) Much of the cataloguing of Romanian publications is done centrally by the State library, which provides cards on subscription.
- (k) None of the libraries which I visited have yet introduced any automated processes.
- (l) many universities have external students, who need special library services (see below).

General Conclusions.

In general, with regard to both public and university libraries, I have to say what I saw in practice did not always match up to the theory. In spite of the talk about encouraging young people to use libraries, to read, to keep up with the information explosion, and to prepare themselves as the workers of tomorrow, the authorities are largely unable to back this up with practical improvements to the extent that they would clearly wish. In times of economic difficulty there are still many libraries which are old and inflexible. Automation has so far been introduced, as far as I was told, only in the compilation of the national bibliography (from January 1983). The continuation of a closed access policy seems to us to be unenlightened. The relative lack of photocopying facilities makes it difficult for students to build up their own collections of journal articles. And because of the difficulty in obtaining foreign language (especially west European) materials, most libraries have been obliged to establish elaborate networks of book-exchange agreements with foreign institutions, with the attendant risks (many foreign libraries, themselves subject to fluctuating economies, find it difficult to sustain these agreements on a permanent basis).

While, then, in library ideology there is a healthy attention paid to the needs of library users, in reality there are many obstacles in the way of implementing this policy. However, perhaps one area in which the dichotomy is not so wide, is that of university external or "independent" students, and I wish to comment briefly on this aspect of library services.

University libraries' provision for external students.

Each main town or district has its own Cultural Scientific University, which is perhaps the nearest equivalent to U.K. extramural departments. These "People's Universities" are independent of conventional universities and offer courses (practical as well as academic) for the general public. The public libraries which I visited were well aware of these courses, but were not closely involved in publicising them (our concept of the public library as an educational information centre is lacking) - apart from stocking the local newspapers (in which the courses are advertised). However, they have statistical evidence to show that these students do use public libraries in connection with their courses, and the library staff provide services specifically for them, eg. compiling bibliographies, organising book displays.

The three "conventional" universities and the one institute which I visited had been chosen because they all have a large number of "external" students. There are two categories of these: (1) part-time students taking evening classes (2) non-attendance, "independent" students. All have full-time jobs (there is no unemployment), unless they are housewives or retired.

Non-attendance students can live anywhere in Romania. They all follow exactly the same curriculum as their full-time "internal" students. They are given the same printed courses (compulsory textbooks) and supplementary bibliographies, as the day-time students. Part-time students have to pass an examination before they can register. The part-time students have full membership of their university library, while independent students use any library they can (although borrowing regulations vary with each). In addition, all universities offer short-term "post-experience" courses for certain professional students. Some of the special arrangements at each institution are as follows:

(a) University of Bucharest. Not all the faculties have external students. The faculty of Philology (modern languages) has a large number of non-attendance students, while the technical faculties have evening classes. The Faculty of History has some external students, but is soon to discontinue this. Most non-attendance students live outside Bucharest; they often cannot find the books they need locally, and so need considerable help from the University Library. They have the same membership rights as full-time students, but the Library also has a special division to administer their loans. They submit requests to this division, which, where necessary, forwards them to the faculty libraries. The Library posts books to external students (up to 5 at any one time); books may be kept for one month, and the students pay the cost of postage. If the Library does not have the book requested, a letter is sent stating this and the student is asked to request an alternative one; but books can also be requested on

inter-library loan. Faculty libraries with non-attendance students budget for their needs in their purchasing policy. These students can borrow direct from their faculty libraries, but in practice only when they are in Bucharest for the examination sessions. As these sessions are different from those for full-time students, competition for the same books is eased. Multiple copies for heavy-demand titles are stocked, but still demand may exceed supply. Those non-attendance students who live in Bucharest cannot borrow by post and have to use the libraries direct. There are no special borrowing facilities for evening class students, as they all live and work in Bucharest. However, the library staff are aware of the needs of external students, and give them special bibliographical help when they are writing essays or diploma papers.

(b) University of Cluj-Napoca. Only two (polytechnic and agriculture) of the six faculties have external students, but there are both non-attendance and evening class (5,000 out of a total student population of 22,000). Students living outside Cluj will firstly try the libraries of their own town, secondly their faculty library, then the University Central Library. They may borrow (up to 10) books from the University libraries by mail, for periods of between one and six months. Special subject guides are issued to students, and these are particularly useful for externals. Most faculties have post-graduate refresher courses (mainly for teachers) and summer courses for foreigners; the latter may not borrow, but teachers (who attend for 30 days full-time) have full library rights.

(c) University of Craiova. There is a very similar

pattern here. One-third of all students are external (both categories). The non-attendance students use local resources first (they live in all parts of the country), then try the faculty libraries, from which books are mailed direct (for 2 weeks, but more if not recalled). They come to the University libraries personally during the examination sessions only. Evening classes involve four hours teaching (four classes on two subjects) in an evening, 17.00 to 21.00; students are expected to do about four hours of reading a week, and may use the libraries at week-ends. Many employers allow unpaid leave (one month a year) for degree-course students. Teachers attending short-courses on campus can, and do, use the University libraries. All categories of students receive course bibliographies in advance. These bibliographies are compiled by lecturers and are based partly on the Library's stock; and acquisitions are also based on the bibliographies. There is close contact between the Library staff and the teaching staff; the latter write the printed courses ("textbooks") and the library stocks reference copies of these. All first year students are given instruction in library use; evening class students are given special tours, and non-attendance students are given individual instructions on library use when they first join.

(d) Timisoara Institute of Agriculture. About 30% of the Institute's students are external (c.380 out of 1,300). But these are all of the non-attendance category as evening classes present difficulties. Again, they follow the same curriculum as full-time students, but they are all working farmers and take one year longer. Every external student is required to have worked for at

least 5 years before becoming a student, and most are in the age range 25-35. They therefore have considerable experience before starting their courses, but they are still required to attend for one month for practical sessions. All first year students, including externals, are brought into the library by their teaching staff for instruction in library use. Most external students can get to the library easily, as they live and work within a reasonable distance of it, and a mailing system is not needed. In practice they use the library mainly when writing diploma papers and when taking exams; they may borrow up to four books, and may retain them from one exam to another. The Institute also puts on a large number of short, residential, refresher courses for post-graduates, and these students have access to the library for reading.

In summary, the institutions of higher education which I visited are providing reasonably good opportunities for adults to pursue undergraduate studies on a part-time or external basis, and to attend short refresher courses on campus. It is recognised that these students have certain special needs in terms of library service, and in general these needs are being met. At the same time there is considerable room for development and experimentation with new methods of teaching and new course structures, especially in the field of educational technology and distance teaching, and there is similar scope for innovation in academic library services.

EDUCATION AND TRAINING FOR LIBRARIANSHIP IN THE USSR :
A SEMINAR REPORT

Jenny Brine

In February 1984, the Anglo-Soviet Seminar on Professional Education and Training for Library and Information Work was held in London. This was the third in a series of seminars for British and Soviet librarians, sponsored on the British side by the British Council. The Soviet team was headed by Dr. Valentina Stepanovna Lesokhina, Head of the Library Department of the USSR Ministry of Culture. The other Soviet delegates were Professor Evgenii Yakovlevich Zazerskii, Rector of the Leningrad State Institute of Culture, and Dr. Alla Mikhailovna Andreeva, Head of the Training Section of the Lenin Library. (A larger delegation had been expected, but we learnt that one of Andropov's measures to promote efficiency and economy had been to limit delegations going abroad to three people, all leading specialists in their field). The seminar was chaired by Professor Saunders, and the British team consisted of Professor Havard-Williams (Loughborough), Professor Wilson (Sheffield), Professor Evans (University Librarian, Loughborough), Mr. Baumfield (City Librarian, Birmingham), Dr. B. Cronin (Aslib) and Mr. Hogg (Aberystwyth). Ten other librarians and information scientists with an interest in professional education or in the USSR were invited to attend; I was there as representative of SCONUL/ACOSEEM.

For the Soviet delegation, the seminar had started a week earlier, with a programme of visits to British library schools, which took in Loughborough, Sheffield and Aberystwyth. Organising

these visits in advance of the formal sessions ensured that the Soviet delegation were familiar with British practice and had met a number of the British team before the seminar began. This certainly contributed to the friendly, practical and well-informed discussions which were a particularly rewarding feature of this seminar.

The first Soviet paper was given by Dr. Lesokhina, on 'The role of a librarian in the social and cultural life and scientific and technical progress of the country, the training of librarians and bibliographers in the USSR'. This set Soviet librarianship in its political, economic and social context, and outlined the system of education and training for librarianship. There are now 380,000 librarians in the USSR, of whom nearly 60% have higher or secondary special qualifications in librarianship. Secondary level education is provided by library tekhnikumy (vocational schools) or by librarianship departments in tekhnikumy training a wider range of cultural workers. There are 130 such establishments in the USSR. Higher education (i.e. to first degree level) is provided in 29 institutions - librarianship faculties in institutes of culture, universities and pedagogical institutes. The library education network is headed by the Moscow Institute of Culture (MGIK), but overall responsibility for long-term planning and coordination lies with the Council on Library and Bibliographical Education of the USSR Ministry of Education. Lesokhina emphasised the multi-national nature of the USSR, and reported that the government had given priority to opening new librarianship training facilities in Central Asia, the Far East and Siberia. As a result, the proportion of qualified librarians employed in libraries in these areas has improved

considerably. Every union republic can now provide training in librarianship. Efforts have been made to attract more young people from rural areas to become librarians, and they now comprise 40% of students in higher library education and 70% in secondary library education. It is hoped that this will allow more village libraries to have qualified staff. Many Soviet librarians acquire their qualifications through evening and correspondence courses. Every year, about 4,000 working librarians enrol on such courses. In all, some 20,000 qualified librarians are produced each year.

Lesokhina summarised recent changes in the organisation of higher library education. There used to be separate faculties for general and special librarianship, but since 1977 they have been merged into one faculty, with departments of librarianship, library stocks and catalogues, general bibliography and book science, special bibliography, children's literature, information science, and library equipment. There has been much debate about the optimum relationship between general and special subjects in the curriculum, and modifications to the syllabus are constantly under consideration. Recent innovations include discussions of the new depository library system, the new library and bibliographical classification, technical aids, reprographic equipment and computers. Some institutes have introduced an experimental course training technologists who will plan automated library and information systems. The institutes of culture are also paying more attention to project work, training students to work independently and carry out research.

Postgraduate work in librarianship is concentrated in the institutes of culture in Moscow and Leningrad. About 50 people

a year start postgraduate courses, with preference for full-time places being given to librarians who trained outside Moscow and Leningrad. The full-time course lasts three years, and the part-time course four. Candidates degrees are awarded in either pedagogy (for bibliography and librarianship) or philology (for studies of the book), and students must pass examinations and defend a thesis. The highest degree in librarianship - Doctor of Sciences - was established in 1976 and is only awarded by the Lenin Library. Lesokhina then summarised provision for continuing education in librarianship, which is provided by the institutes for raising the qualifications of cultural workers, which operate at all-union and republic level, and by courses run by major libraries. A refresher course, lasting three or four weeks, is obligatory for all librarians every four or five years. The form and content of the courses obviously varies according to each librarian's educational level, length of service, type of employment etc. In addition, librarians are expected to attend lectures, seminars and conferences.

In conclusion, Lesokhina indicated some of the unresolved problems in library education. The relationship between secondary and higher education in librarianship must be clarified. At present, students with secondary library education who go on to higher education follow the same syllabus as students coming from general secondary education. These students ought to be given special groups, with a different syllabus. The optimum ratio between librarians with higher or secondary qualifications has not yet been determined, but it seems likely that higher education will expand more rapidly. There is a great need for better co-operation between all the organisations involved in different

aspects of library education and training. Educational methods must be revised, particularly for refresher courses and advanced training courses - for instance business games and role simulation exercises. More efforts must be made to study the achievements of the best Soviet and foreign libraries, and inform Soviet librarians about them.

Professor Zazerskii presented a paper on 'Training of librarians at the Leningrad Institute of Culture: present state and perspectives'. The Leningrad Institute of Culture (LGIK) has over 7,500 students, of whom about 4,000 are engaged in non-librarianship courses. Of the 3,600 students studying librarianship, 950 study at evening classes and 1,300 by correspondence course. There are 122 lecturers in librarianship and bibliography.

The curriculum is thoroughly revised and up-dated every five years, by agreement with the Ministry of Culture and Ministry of Higher and Secondary Specialised Education. The same syllabus is followed by all higher library schools, although some schools offer additional or experimental special courses. The syllabus aims to train general librarians able to work in any type of library on graduation. The course takes four years full-time and five years for evening and correspondence students. Some 2,000 hours are spent on basic librarianship disciplines, with the rest of the students' time spent on general education, and in particular, learning a foreign language. LGIK offers instruction in English, French, German, Italian and Spanish, and has recently introduced Japanese. Students study a common core of librarianship subjects, and select subject specializations. Courses on children's literature, socio-political literature, technical and scientific literature and belles lettres are provided

every year; from time to time courses are run in other subjects, such as medical librarianship. In the past, students were trained to specialise in one particular function (bibliographer, reader guidance etc), but now functional training is restricted to a short course in the final year. Zazerskii is particularly concerned about the lack of training for school librarians. At present, schools seldom employ qualified librarians and the Ministry of Culture will not agree to provide special courses for school librarians in institutes of culture.

All LGIK students have periods of library experience during each year of their course, lasting 4-6 weeks each. Great importance is attached to practical work. Zazerskii was deeply impressed by the amount of computer use in British library schools, and expressed the hope that LGIK could make arrangements to send one of its researchers to the UK to look at this more closely.

The student organisation at LGIK runs its hostels, is involved in the allocation of student grants, runs student societies, organises summer work brigades and holiday trips. There are excellent sports facilities.

At LGIK, there is a 'Faculty of Social Professions', in which librarianship students can gain an additional qualification in one of 15 other professions. These courses run for two years and students are awarded a certificate at the end. They are then qualified to work as guides in museums and art galleries, lecture on fine arts, cinema and the theatres, run photographic courses, conduct amateur orchestras and choirs, etc.

The staff of LGIK carry out research in many areas. Major themes in their research include reading guidance, recommendatory bibliography, the organisation and management of centralized

library systems, national and foreign bibliographies, automation and mechanisation of library services, and the inter-relationships of libraries and the mass media. Institute staff have written or contributed to a number of major textbooks, and the Institute has an impressive publishing programme. LGIK also trains teachers in librarianship. Library school staff must attend a refresher course every five years; without the diploma issued on the successful completion of this course, a teacher may be sacked.

In his conclusions, Professor Zazerskii picked up a point made by Professor Saunders in his opening speech, when he had observed that librarianship is one of the few genuinely international professions. Zazerskii agreed that all librarians' basic concerns are essentially the same, irrespective of social systems:- 'Librarianship is the most peaceful of professions'.

Dr. Andreeva's paper was called: 'System of library workers advance training: profile of training and contents of retraining. (Experience of the V.I.Lenin State Library of the USSR)'. The Lenin Library is involved in a number of different education and training programmes, which are all organised or co-ordinated by the Training Section.

Every year, about 500 of the library's staff are engaged in various part-time and evening courses for higher and secondary education qualifications in librarianship. Since 1970, the library has functioned as a branch of the evening-course department of the Moscow State Institute of Culture (MGIK). This has proved to be a particularly effective way of combining theoretical studies with practical work. Library and MGIK staff co-operate in designing and teaching optional courses. The most able students do final year diploma theses. They select a topic from a short-

list drawn up by the library's Council of Young Specialists, broadly in accordance with the research and development plans of the various departments in the library. In this way, students work on a topic which is both of interest to them and contributes to the work of their department. About 35 students a year complete diploma theses. Since 1975, the Lenin Library has co-operated with MGIK in training postgraduates. The library provides courses to prepare people for the candidate examinations in philosophy, pedagogy, foreign languages and special subjects. Some 150 people a year take these courses, and at present about 250 of the library's staff are working on theses for candidate or doctoral degrees. With the backing of their departments, Lenin Library staff can apply for three months paid leave to complete a candidate's degree and six months to complete a doctoral thesis.

The Lenin Library is used as a library practice base for students from the Moscow and Leningrad institutes of culture, and for students from certain union republics. Some tekhnikum students also get library experience there. The Lenin Library specialises in providing practice in the librarianship and bibliography of socio-political literature, belles-lettres, the arts and technical literature, and specialist functional training for bibliographers.

The Lenin Library runs courses for graduates in subjects other than librarianship who have started work in the Lenin Library or other major Moscow libraries. This one-year higher library course has been in operation since 1947. At first, it copied other programmes but has now developed its own syllabus which gives greater attention to theoretical and methodological problems, and deals with librarianship and bibliography in a more advanced way. The syllabus includes 504 hours of teaching, and covers

all aspects of librarianship and bibliography. It is very flexible, and new courses are frequently added. Recent additions include courses on the state system of scientific and technical information, office equipment and educational technology. The courses are taught by the library's own staff, aided by 'Subject-Methodical Commissions' of practising librarians who advise the teachers and regularly review the courses. They are run in close co-operation with MGIK.

The Lenin Library provides a large number of refresher courses. Some are organised on behalf of the All-Union Institute for Raising the Qualifications of Cultural Workers. For example, there is a regular one-month course for librarians and bibliographers dealing with culture and the arts. The syllabus for this course includes current problems of Marxist-Leninist theory and the building of communism, Marxist-Leninist theories of culture and the arts, the organisation of cultural provision and nation-wide information systems in culture and the arts. Students also study the organisation of reference and bibliographical material, planning, accounting and statistics. They are set an initial examination to establish the level of their existing knowledge and have to prepare final papers. Similar courses are organised for other categories of staff, including reader services librarians, cataloguers etc.

The library also organises courses just for its own staff. Some 1500 people - about half the library's full-time staff - attend one of these courses each year. The form and content of the course varies according to a librarian's function, length of service, educational level etc. Every month there are sessions on 'Current problems of management theory and practice' for the

library's deputy directors and department heads, run by the Director, Professor N.S.Kartashov. All aspects of library management are covered in depth; in 1984 the seminar is concentrating on the analysis of the economic effectiveness of the library service and the evaluation of labour productivity at the departmental level. Separate courses are run for middle management personnel, such as heads of reading rooms or processing groups. These cover topics such as labour legislation, planning and statistics, library work, norms and standards, and management methods.

The library runs special courses to help people deal with mechanisation and automation - everything from pneumatic mail to different programming languages. Systematic courses are provided for librarians who will participate in automated information retrieval systems, including basic principles of computing, software, the main demands of automation and the practical application of automation in different libraries. The Lenin Library also runs courses for engineers dealing with computers and the mechanisation of library and information work, to familiarise them with procedures used in librarianship and bibliographical work.

Staff working with material in foreign language are required to attend language courses run by the Lenin Library; these courses are open to staff from other Moscow libraries. Each year, three-year courses on the major West European languages (English, French, German) and two-year courses in Slavonic languages begin; additional courses are run from time to time to study other languages, as the library's requirements change. The library also runs conversation groups and six-month refresher courses.

For new members of staff, the Lenin Library has an induction programme which varies according to their educational level and previous experience. The programme begins with talks about the library as a whole, visits to all departments etc., but is then carried out in departments. Like all Soviet libraries, the Lenin Library operates the 'nastavnichestvo' system, whereby an experienced member of staff 'fosters' the newly-qualified librarian. [Unlike the Library Association's licentiate ship requirements, this system is voluntary and of no fixed duration].

The British team gave five papers: 'Education and training for library and information work in the UK' (Prof.Havard-Williams), 'Current issues in basic professional education' (Prof.Wilson), 'User education' (Prof.Evans), 'Training and continuing education' (Mr.Baumfield) and 'Professional education and training: the needs and problems of the future' (Dr.Cronin).

The discussion of the British and Soviet papers provided further information on various aspects of Soviet professional education and training, and the issues of concern to our Soviet colleagues, as well as airing many of the areas of contention in British education and training for librarianship and information work.

One common concern is the relationship of librarianship to information science, and the impact of the computer on traditional library work. The institutes of culture do not train information scientists as such, although students can specialise in scientific and technical literature and some go on to work in scientific and technical information bureaux. However, the informatics component in the librarianship syllabus has increased considerably. The special experimental courses on computers and library

automation provided by MGIK, LGIK and the Kemerovo Institute of Culture will produce some librarians with the necessary skills, and major libraries are training some staff in computer use. I understand that the State Committee on Science and Technology does provide some training courses for information scientists and runs refresher courses at an Institute for Raising the Qualifications of Information Workers. There are also one-year programmes for graduates at institutions such as VINITI. Zazerskii - while obviously impressed with the level of automation in British libraries, and by the use of computers in British library schools - was clearly concerned that automation could rob librarianship of its traditional cultural and humanist role. The librarian, he argued, must care about the content of books and the people who read them. The librarian should not be merely a receiver and disseminator of information, but an educator, an enlightener. Librarians using automated systems must ensure that their approach to the reader does not also become mechanical. He was not convinced that traditional and valuable skills in librarianship and bibliography could be combined with information management. Lesokhina confirmed that there was much debate in the USSR about the relationship between librarianship and information science.

Soviet and British concerns are rather different in the area of manpower planning and job allocation. Although the output of qualified librarians is to be increased every year throughout the 1980s, there will still be a shortage of qualified librarians, particularly in rural areas. Even major libraries in Moscow and Leningrad cannot always attract enough qualified staff. Every student is allocated a post about six months prior to qualification; where possible, students' preference for area, type of library and

type of post are taken into consideration. Students often do their final year practical work period in the library where they will be employed. The institutes of culture have annual meetings with their recent graduates, to find out how relevant their training has been to the work they are now doing. The Ministry of Culture organises regular meetings for library school staff and senior librarians to discuss what the library schools should provide.

Lesokhina told us that the Ministry of Culture was concerned about the high turnover of junior staff in libraries, and by the number of qualified librarians who leave the profession to work in fields such as journalism or publishing. In the late 1970s, librarians' salaries had been raised and salary scales in mass libraries and academic libraries equalised; with the introduction of more generous bonuses for long service and additional qualifications, these measures had reduced labour turnover, but it was still a real problem. Soviet officials consider that the time and money spent training people who abandon the profession is wasted; this view contrasts sharply with the British belief in providing degrees in librarianship which are sufficiently flexible to be used as a foundation for a career in another field.

Where many British librarians are restricted in their in-service training programmes by lack of money, and there is certainly no requirement to keep up-to-date or attend refresher courses, Soviet libraries are allocated money specifically for training; this cannot be diverted to the book fund or any other purpose. However, apart from the obligatory training courses every 4-5 years, Soviet librarians are encouraged to study in their own time as much as possible.

Management training for librarians is not as well developed in the USSR as it is in Britain (this is true of management education generally in the USSR); many directors of the new centralised library systems have no management training at all. Courses for this group of librarians are being given high priority by the Ministry of Culture.

The Soviet delegation was also interested in British training in conservation techniques, and was deeply impressed by the conservation facilities in the British library. They told us that there are in-service training courses on conservation at the Lenin Library, Moscow University Library, the Saltykov-Shchedrin and the Academy of Sciences Library in Leningrad. The institutes of culture run some courses on conservation, including micro-filming techniques, but much needs to be done both in making librarians more aware of conservation needs, and in actively preserving library materials.

The USSR does not have professional organisations such as the Library Association, and so when one of the British team asked about the role of professional associations in library education and training in the USSR, our Soviet colleagues responded with explanations of the role of the trade unions and the existence of legislation on working conditions, etc. There is no equivalent in the USSR to the Library Association's Code of Conduct, nor any concept of the need to protect users' rights.

There are clearly many differences between the British approach, with its profusion of different courses and qualifications, lack of central control and considerable local flexibility and autonomy, and the Soviet system with its two levels of basic professional education and a single syllabus for all institutes

of culture. However, neither side gave much consideration to education for librarianship below degree level in the conference papers or subsequent discussion. It would be interesting to know more about the type of training provided by a library teknikum, and to know what sort of jobs are considered appropriate for people with secondary education in librarianship and which posts are thought to require higher education.

In response to Professor Evans' paper, Lesokhina outlined user education in the USSR. In the institutes of culture, students do study user education as part of the course on reader guidance. In recent years, teaching people library and bibliographical skills has been accorded far greater importance. The Ministry of Culture has drawn up a programme for children in classes 1-8; it has been approved by the Ministry of Education but unfortunately is optional, not compulsory. In higher education, the introductory course for each subject ('Vvedenie v spetsial'nost') includes instruction in using libraries and bibliographies, and all Soviet higher educational institutes do provide optional courses of library instruction. In mass libraries, the All-Union Society of Book-lovers (VOK) is very active in encouraging library use and bibliographical awareness. Participants in the seminar felt that user education was an important topic which ought to be discussed more fully, and it was agreed that user education should be the subject of the next seminar in this series.

Lewanski, Richard C. Poland (World Bibliographical Series, 32), Oxford and Santa Barbara: Clio Press, 1984. xxi + 267p. £36.95.

Relatively little has been published in English on Poland in contrast to certain other countries which have already appeared in the World Bibliographical Series, e.g. USSR. Given this fact one might expect a certain amount of "scraping the barrel" among the 22 subject categories listed, but not the serious omissions of which this work is guilty. Although the work is described as "selective" this does not absolve the compiler from the responsibility of thorough research. Mr. Lewanski states in his introduction that his selection of items is based both on "his judgement of their quality and his knowledge of their general availability". However, a large number of recently published and important books have been overlooked. I would describe many of these as "generally available" as they are listed in current editions of "Books in Print" and "British Books in Print". I sense that they were simply missed and therefore never subjected to the compiler's "judgement of their quality". I must admit I was somewhat puzzled by the omissions as Mr. Lewanski would appear to be a suitable choice for compiling such a bibliography, being the author of, amongst other bibliographical works, A bibliography of Slavic dictionaries (1959-63, revised edition 1972-73) and Eastern Europe and Russia/Soviet Union: a handbook of West European archival and library resources (1980). It is also not clear up to what date this bibliography is supposed to be complete. No date is given in the Introduction. However, as it was published in 1984 I think there is no excuse for books

published in 1982 to have been missed, especially as a number of works published in this year were not missed.

Particularly disappointing is the Literature section and more specifically the subsection "English translations". There have been translations of many of the major Polish classics, but Mr. Lewanski fails to include a single one. The only translations listed are collections of selected poetry or short stories, or collections of extracts from longer prose works. One item (item 720) "Specimen of Polish poets" was published in 1827. If this was considered "available" enough for inclusion, why not the translations of Sienkiewicz's major novels published in London in 1890's and 1900's? It is not my job here to provide an appendix to the bibliography; suffice it to say that I found translations not only of the classics, but also of modern writers such as Andrzejewski, Rozewicz, Schulz, Konwicki, Mrozek, Gombrowicz. Many of the works of the Nobel prize winner Czeslaw Milosz are omitted - even Native Realm and Issa Valley. I find it difficult to understand how Mr. Lewanski managed to find a number of biographies and critical works without finding the texts themselves. He includes, for example, Daniel Gerould's study of Witkiewicz, Witkacy: Stanislaw Ignacy Witkiewicz as an imaginative writer: criticism and interpretation (1981), yet he overlooks a translation of Witkacy's most important prose work Insatiability (1977). There is in addition a short but useful bibliography of recent translations, Polish literature recently translated: a bibliography - 1977 by Kirkley S. Coulter, which is not listed in this bibliography. Neither is Polish dissident publications: an annotated bibliography (1982). It seems to me ironic that the Introduction to this

bibliography states that "it is hoped that the works included will provide an interpretation of Poland that will reveal its culture, its place in the world and the qualities that make it unique". How much better this aim could be achieved through a proper introduction to Poland's more important literary works!

Having found so much wanting in the Literature section, I approached the others with scepticism. Again there were omissions. Mr. Lewanski devotes the opening of his Introduction to the messianic characteristics of Polish history and literature, and yet he misses an important recent work on this very subject, namely Andrzej Walicki's Philosophy and romantic nationalism: the case of Poland (1982). Similarly in the Introduction he mentions the importance of the election of a Polish Pope, yet he misses Mary Craig's Man from a far country (1979), James Oram's The People's Pope (1979), George Blaszynski's Pope John Paul II: a man from Krakow (1979) as well as translations of John Paul II's own works. I also found many omissions in the fields of history, politics and economics. Here are just a few: A republic of Nobles: studies in Polish history to 1864 edited by J.K. Fedorowicz (1982); Harry E. Dembkowski, Union of Lublin: Polish federalism in the Golden Age (1982); Joanna Hanson, The civilian population and the Warsaw Uprising of 1944 (1982); Peter Raina, Independent social movements in Poland (1981); Jean Woodall, The socialist corporation and technocratic power: the Polish United Workers' Party, industrial organisation and workforce control 1958-80 (1982).

Three of the above were published by Cambridge University Press. Meanwhile a number of important books on Solidarity and contemporary politics were only mentioned

in passing in the annotation to Neal Ascherson's The Polish August (item 615), whereas they are at least as important and deserve a full entry of their own. I have in mind, amongst others, Kevin Ruane's The Polish challenge and Alain Touraine's Solidarity, the analysis of a social movement: Poland 1980-1981 (1983). If Mr. Lewanski traced this last title, which was published in 1983 (also, incidentally by C.U.P.), how did he miss all the others published in 1982 and 1983?

Moving on from the omissions, the next thing I would criticise about this bibliography are the widespread errors. I found errors in publication details, the recording of titles and subtitles and even in the recording of authors' names. Norman Davies' God's playground: a history of Poland (item 77) is entered under the subtitle first so that there is no title entry in the index under "God's playground". Flora Lewis' A case history of hope (item 421) is recorded only under the American title; the title of the British edition, The Polish volcano, is mentioned in the annotation, but no reference appears in the index. This is symptomatic of the general American bias of the whole work. The exclusion of British publication details of books published both in Britain and America is very common, even when the book was originally a British book. God's Playground is recorded as having been published only in New York by Columbia University Press in 1981, whereas it originally appeared in 1981 published by the Clarendon Press, Oxford, and then by Columbia University Press in 1982, Steven Stucky's Lutoslawski and his music (item 769) was not only published in New York, but in Cambridge,

England. In my opinion this is a very serious error as this bibliography was published in Oxford as well as in Santa Barbara and is designed for a British as well as an American readership.

I should also point out that the details of journal articles are also far from accurate. Some of the articles I looked up I was unable to find, even by guesswork. Mr. Lewanski seems to have been confused between Slavonic and East European Review and American Slavic and East European Review, which changed its name in October 1961 to Slavic Review (a fact which he fails to note in his entry for the journal as a whole - item 839). Articles listed as being in one are sometimes to be found in the other, or in some garbled version somewhere between the two. Items 692 and 715, for example, appear in a fictitious "Slavic and East European Review". Whilst searching for some of these articles I encountered, needless to say, many further omissions just by glancing at the Contents pages.

Another aspect of this bibliography which I did not like were the annotations. In most cases the annotations fail to give a factual, objective guide to the scope and limitations of included works. The historian, for example, must surely baulk at the continual indiscriminate use of such imprecise, subjective and ill-explained statements as "well-researched and well-balanced presentation", "well-written and well-researched study", "concise, comprehensive, clear and very-well researched study". Can they all be so brilliant! What distinguishes one from the other? Item 107, on the 1683 siege of Vienna, is "Based mostly on Austrian and Turkish

sources". Which ones? Statements like this provide no guidance to the researcher and are quite redundant. An article on the Polish armed forces in exile in World War 2 (item 199) is described as "informative". A book on the Katyn forest murders (item 205) is described as "serious"(!). Sometimes the annotations are even self-contradictory; item 121 is called, "A biographical essay concerning Joachim Lelewel.... mostly from the point of view of his scholarly contribution and methodology". (....?)

The annotations in the Literature section also left me sceptical due to the repeated use of superlatives. Furthermore, the annotations devote more space to the attributes of the author being discussed in a particular biography or critical work than they do to the scope of the work itself. Do we really need to be told that Krasinski is "one of the greatest poets of the Romantic period", that Gombrowicz is "a master of paradox", that Lesmian is "Poland's number one symbolist"?

The tone of these annotations leaves me very puzzled as to whom the compiler imagined he was addressing himself. A specialist does not need the potted background to historical events or prominent authors which Mr. Lweanski includes instead of assessing the relative merits of the items he has chosen. Yet, on the other hand, if the bibliography is intended for a less specialised readership, then much of the material included (especially some of the articles) is far too obscure, which in turn makes the omission of the more obvious works all the more unforgivable. The Introduction states that the bibliography is intended to meet "the needs of scholars

and of the general public", further that it is "primarily intended as a research tool". It fails to serve the scholar by virtue of its omissions and inaccuracies. Historians would be better advised to consult Norman Davies' Poland past and present (1977). It also fails the general reader by excluding many of the more "general" books. It fails the British librarian through its emphasis on American material.

In conclusion I would criticise the general organisation of the bibliography, which I do not think is so much the fault of Mr. Lewanski as that of Clio Press. Following the model of others in this series, the compiler has been forced to accommodate his material into a rigid subject arrangement, which is generally logical but sometimes arbitrary and not always suited to the subject matter. I think the vast number of cross references at the end of most sections illustrates how the arrangement is unsatisfactory, and also how inefficient the index is in collating related material. The division of "History" and "Politics" is most arbitrary and results in confusion. History appears to end in 1945. History of post-war Poland comes under "Politics", yet books on political movements in the 19th and early 20th centuries are included under "History". It is also unsatisfactory how Solidarity has been slotted into a section entitled "Employment, Labour and 'Solidarity'". Even the non-specialist realises that Solidarity is much more than a labour movement, a fact which is demonstrated by some of the works which have been included under this heading, such as Neal Ascherson's The Polish August; either these should have been included under "Politics" (or "History"!).

or given a separate section. All in all, I feel that for only 267 pages and 901 entries (Poland past and present has 1800) this bibliography is not worth £36.95, especially when one considers all its deficiencies.

Ursula King.

McCrea, B., Piano, J.C. and Klein G. The Soviet and East European Political Dictionary, Oxford and Santa Barbara: Clio Press, 1984. xx + 375p. £25.25.

This is one of a series of dictionaries dedicated, in the series editors' words, "to overcoming the semantic confusion" that afflicts the social and political sciences; it is directed primarily at the student market, although the editors express the not unreasonable hope that it may also find a wider readership.

Each of the dictionaries, it seems, follows a common format, which incorporates a number of novel features: entries are arranged under subject headings rather than in alphabetical order; extensive use is made of cross-referencing; there are indexes - in this case very helpful ones; and, most innovative of all, a paragraph of "Significance" to accompany each paragraph of definition. This latter feature makes the longer sections of the present dictionary read like a mini-textbook; for this reason, if no other, it will be popular with students. It is very useful, I think, to have matters of fact separated from what are clearly matters of interpretation, even if the line between them is sometimes not easy to draw, and the series editor is to be congratulated on this innovation in particular.

The title somewhat belies its contents: it is the Soviet Union which gets the lions' share of the entries, for which bias the editors, rightly in my view, make no apology. A first reading of the contents suggests what frequent use will, no doubt, confirm; that the Dictionary's strengths and weaknesses are a good reflection of the state of the Sovietological disciplines

on which it is based. Economics; government and Party; the legal system; the citizen and the state - these subject fields are fairly comprehensively covered. Ideology and theory and, to a lesser extent, foreign policy, on the other hand, receive only indifferent coverage. Under Ideology, for instance, there is no entry for "developed socialism": surely a major omission when one considers that it is how the Soviet Union nowadays describes itself! And the entry under "peaceful coexistence" - that it is a form of cooperation between the East and West - is only half-true: the Soviets see it as a form of conflict too. Nor do critical theories of the USSR really receive their due, especially those of a Marxist pedigree: "state capitalism"; "bureaucratic collectivism"; "degenerate workers' state", are all missing. Finally, I hope the editors will find a place in the second edition of the Dictionary - in the section on the Citizen and the State - for "anecdote": a means whereby citizens of communist countries try to outwit their respective secret policemen.

All things considered, however, the dictionary represents a job well worth doing, and a job well done.

Jeff Gleisner

